


| Nashville State School 2022 Annual Improvement Plan | | | | | | | | | |
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| <div></div> <div>Priority: Improved A-C data in English across P-6, with a focus on moving students into the U2Bs.</div> <div>Student Achievement Targets: By the end of 2022: 98% A-C English P-6 55% A-B English P-6 95% A-C English P-2 56% A-B English P-2 (all students)</div> | Culture of Learning | Strategies | Key Actions | 2022 Targets | Staff Behaviours | Student Behaviours | Leader Behaviours | Timelines | Responsible officer/s |
| | | Implement an inclusive approach to the teaching of reading across the school | Develop a shared staff understanding of the 5 elements of effective reading instruction | 100% of teachers using a systematic approach to the teaching of reading. | Explicitly, systematically and sequentially teach phonemic awareness, phonics, fluency, vocabulary and comprehension | Know and can articulate what age appropriate reading behaviours they are developing in reading texts and comprehension | Lead and facilitate professional development to build capacity in teacher’s understanding of the synthetic approach to the teaching of reading Review synthetic phonics approach as part of the teaching in the Australian Curriculum. | End of Year | HOD-C Teachers Leadership |
| | | Develop staff data literacy – to respond effectively and timely to diverse student needs | Use the Literacy Continuum to identify behaviours of students to inform next steps in reading and comprehension, aligned to the Australian Curriculum | 100% of class teachers use the Literacy Continuum to identify, track and action next steps in Reading Texts and Comprehension for 3 marker students per class | Use Early Start and Literacy Continuum (Reading and Comprehension) to plan targeted teaching, track progress and measure growth Identify 3 marker students to deepen instructional practices and target support. | Work in partnership with the teacher to plan for, co-construct and reflect on their learning. | Develop teacher capacity to support achievement through differentiation, chosen pedagogical approaches and data analysis | Termly | HOD-C Teachers Leadership |
| | | | Use Early Start data to identify, track and action next steps for all students | 100% of P-2 class teachers use Early Start data at the beginning and end of Prep, end of Years 1 and 2 | Beginning and end of Prep End of Years 1 & 2 | | | HOD-C Teachers Leadership | |
| | | | Use summative and informal formative assessment to monitor student growth in English | 100% of class teachers administer, monitor and use formative and summative data to effectively differentiate teaching in English for all students | Apply knowledge of informal formative assessment to effectively monitor student understanding in lessons | | | Monitor their understanding and progress by tracking summative results and engaging in formative assessment in all lessons | Ongoing |
| | | Enhance classroom pedagogy to cater for the full range of learners, including high achieving students | Collaboratively develop an agreed collegial engagement framework to build teacher capability in relevant pedagogical approaches. | 100% of teachers participate in observation and feedback cycles each semester. | Understand the AITSL standards for relevant stage of teaching. Participate in self, peer and/or leader observation cycle using identified school protocols. | Students know and can articulate what they are learning | Lead and model the observation and feedback cycle for staff. Release and resource staff to engage in the process of observation. | Ongoing | Teachers HOD-C Leadership |
| | | Implement the Australian Curriculum with rigour and fidelity | Engage with HoD-C & regional support to deepen knowledge and skills in the Australian Curriculum | 100% of class teachers participate in termly planning sessions with HOC | Collaboratively plan for and articulate the curriculum intent that underpins each learning experience | | Lead and develop professional development to build capacity of teachers' understanding of the AC. | | |
| | | | Moderate English results through cluster moderation, to ensure consistency in achievement | 100% of teachers participate in school-based moderation using (Before, After, After, End) 100% of teachers participate in termly local cluster moderation | Apply knowledge of Australian Curriculum to mark student work consistently. Participate in collaborative moderation. | | Release and resource staff to engage in moderation process. | | |
| | | Introduce use of student academic case management to support student achievement | Use the Lyn Sharratt Case Management Approach to review student achievement with teaching teams every 3 weeks | 100% of staff participate in CMMs every 3 weeks | Lead individual student data analysis cycle Implement, review and monitor CMM strategies. Provide feedback to children to connect them with the strengths of their current learning and then co-construct future learning goals. | | Introduce CMM process to staff. Lead CMM review meetings. | Every 3 weeks | Teachers Leadership |

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

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